



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

Craftsmanship in Teaching. By WILLIAM CHANDLER BAGLEY. New York: Macmillan, 1911. Pp. ix+247. \$1.10.

To the student of education the appearance of a book which indicates the coming of a new member in the group of leaders in school problems is an interesting experience. Dr. Bagley's *Educative Process* and *Class Room Management* have given him high rank in this group. To many who have used these books with appreciation there has been some question over some of the results of the author's tendency to take seriously any waste arising in the practice of what is sometimes vaguely called "the new education." In the second work the desire to correct extravagances in the direction of spontaneity, interest, etc., led to a heavy stress upon habit, drill, and other aspects which are especially the concern of the conservative.

In the present work some of the same tendencies appear, but the author's general positions are established more sympathetically than in his more systematic writings. One gets here the process of the thinking and is led by suggestion to see an evident desire to state both sides of the account.

Nearly all of the twelve sections have been delivered as addresses before various educational societies and schools. Representative titles are "Optimism in Teaching," "The Test of Efficiency in Supervision," "The Scientific Spirit in Education," "A Plea for the Definite in Education," "The New Attitude toward Drill." Among other features one notes the large number of brief, suggestive statements of conclusions reached in educational psychology. There is need of a work giving to the ordinary teacher whatever results are clearly established in this field. This could well be drawn up in case form, similar to that used in legal compilations and in such a book as Devine's *Principles of Relief*. Further direct contributions are also found in Dr. Bagley's excellent concrete illustrations, which range from the placing of Darwin and Fechner in relation to the movement in the history of education to his cases of the effect of environment upon the characteristics of a particular Chinaman and the delightful sketch of the wanderer of sixty-five entering upon a normal-school course.

The first impression is that the author's new book is of much less value than what he has published before, but more consideration finds in it much greater significance than was at first evident.

FRANK A. MANNY

BALTIMORE TRAINING SCHOOL FOR TEACHERS

Educational Values. By WILLIAM CHANDLER BAGLEY. New York: Macmillan, 1910. Pp. xx+267. \$1.10 net.

The aim of this work is to formulate the fundamental bases for the organization of the curriculum in elementary and secondary schools. Approaching the educative process as a means for modifying conduct, the author deals in the first part of the book with the "controls of conduct." The inherited controls are the instincts. The acquired